

Checking for Validity—Revision

What understandings or goals will be assessed through this task?

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Virginia Standards of Learning History
Standard 5.7: The student will understand the causes and effects of the Civil War with emphasis on slavery, states' rights, leadership, settlement of the West, secession, military events.

Students will understand that there were complex social, economic, and political causes of the Civil War and that some effects are still with us.

What criteria are implied in the standards and understandings *regardless* of the task specifics? What qualities must student work demonstrate to signify that standards were met?

- Thorough analysis of cause and effect
- Historically accurate

Through what authentic performance task will students demonstrate understanding?

Task Overview:

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You are part of a team opening a new museum on the Civil War designed to inform and engage young people. Your task is to select three to four decisive trends and events that caused the war and three to four effects of the war that have lasted until today. Provide a sketch of each exhibit and a visual flowchart or timeline of cause-and-effect, and develop a virtual or real model of one of the exhibits. (An individual exhibit might be devoted to more than one cause, effect, or combination.) Make your pitch to the museum directors for your choices and designs, using whatever media will best make your case.

What student products and performances will provide evidence of desired understandings?

Exhibit proposal

Exhibit model

By what criteria or indicators will task-derived student products and performances be evaluated? (Consider criteria that refer to desired task content, process, and results.)

- Sophisticated analysis of cause-and-effect
- Historically accurate
- Justified choices

- Polish of presentation
- Craftsmanship of sketches
- Craftsmanship of exhibit